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· Educators Information Kit ·


Grade Eight



Canada Career Week

A TEACHER/COUNSELLOR CAREER DEVELOPMENT RESOURCE GUIDE

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Introduction

This booklet has been designed as a part of Alberta Education's involvement in Canada Career Week Activities. The booklet is intended to serve as a continuing resource to assist teachers and counsellors involved in career development activities. Also, it is intended to serve as a teacher resource for use with the Life Careers theme of the Alberta Education Junior High Health Curriculum at the grade 8 level.

The activities in this booklet are suitable for use with all junior high school students. The purpose of these activities is to present students with many opportunities for career exploration and preparation. Students are encouraged to familiarize themselves with as many career titles and descriptions as possible, thereby exploring the wide variety of careers that exists. Career preparation is reflected in the development of self-knowledge and decision-making skills and in the consideration of many career-related issues.

These activities require minimum preparation on the part of the teacher. Most activities require few supplies. Activities can be easily adapted to the needs of individual students. Class discussion, group work, individual projects, written exercises, and hands-on activities are just some of the methods used to develop students' career awareness.

In each activity, the **Focus** provides teachers with a short summary of the ideas emphasized in the lesson.

The section on **Teacher Notes** provides extensive information about the subject of the activity plan. Teachers may wish to use this section as the basis for the lesson to be taught as this information should be presented to the students.

The **Vocabulary** section provides an explanation of the words emphasized in the particular lesson.

The **Motivator** is designed to be used at the beginning of the lesson. The topics and concepts of the lesson are introduced here. Many **Motivator** activities can also be used to review the concepts presented in previous lessons.

The **Discovery** section provides an intensive activity that emphasizes the main ideas of the lesson. Where more than one **Discovery** activity is provided, the teacher may choose to use the entire set for a more detailed study of the concepts.

The **Exploration** section outlines activities that can be used to develop the concepts and ideas of the lesson. If so desired, teachers and/or counsellors may choose to use activities in the **Exploration** section rather than the **Discovery** activity.

While the Life Careers theme and career awareness may be actively studied for only a portion of the year, students should be encouraged to view career development as an on-going process. To this end, the classroom should feature displays that portray many different careers. These career displays should be changed frequently and the teacher should ensure that displays are 50% male/50% female, showing both traditional and non-traditional roles and representing a range of ethnic and cultural groups. Students should be encouraged to contribute to these displays.

Junior high school is a time for students to learn about a wide variety of possible careers and to begin the decision-making process that will influence their life careers. It is hoped that teachers and counsellors will find this booklet to be a useful resource about career awareness in the education of students.

The **Ask Me How Series** is produced and printed by the Special Educational Services Branch of Alberta Education.

Alberta Education
acknowledges
Judith Campbell
as author of

"The Ask Me How Series"

A Teacher/Counsellor Career Development Resource Guide 1985

Ask Me How I Manage My Time

FOCUS

- Time is a valuable resource.
- Time management skills help us use our time wisely.
- Schedules, time lines, and time plans are methods that can be used when managing time.
- Time management skills work only if they are used.
- School time can be managed wisely.
- Successful career planning requires organization and time planning.

TEACHER NOTES

Grade eight students are just beginning to develop a true sense of time and planning. Now is the time to introduce the concept of management of one's time. For some students, this will be a new and somewhat confusing concept. It is important to emphasize the skills of time management that can be useful for students of this age.

We need time to reach our goals. Time may be easy to measure but it is a difficult concept to truly understand. It is an invisible resource. Time is also a very personal resource; everyone uses time differently. One's goals and values influence the personal use of time as do one's responsibilities and obligations in life. Time use is also influenced by a person's ability to plan, organize, and complete tasks. People can choose to use or not use the time available to them. It is possible to manage one's time — to use that time in the most efficient and effective way possible. Time management can apply to all aspects of one's life — personal, family, friends, work, leisure, and school. One must manage time to reach short-term and long-term goals. Therefore, time management is an important part of career planning.

One manages time by planning for time use. There are many ways to organize one's time. Some people use a **schedule** which involves the actual sketching of time blocks. Activities, responsibilities, and obligations are then placed into the schedule. This written plan can be seen and reviewed when necessary. Scheduling is a formal method of managing one's time.

Daily schedules provide organization for immediate obligations and activities and many short-term goals.

| TIME | TUESDAY | WEDNESDAY | THURSDAY |
|------|---------------------------|-------------------|------------------------------------|
| 4:00 | Cycling Club at school | Homework | Shopping with Chris |
| 5:00 | Finish assembling project | Dinner | ↓ |
| 6:00 | Dinner | Movie with family | Dinner |
| 7:00 | Favorite TV program | ↓ | Meeting |
| 8:00 | Homework | ↓ | Homework - study for exam tomorrow |

A broader schedule, a **time line**, allows a person to plan for more long-term goals. Many career-related decisions and tasks can be facilitated by a time line. Career planning needs a structure such as this.

| |
|---|
| SEPTEMBER - register for swim lessons Sept. 7; lessons Sept. 21 |
| OCTOBER - lessons twice a week |
| NOVEMBER - lessons until Nov. 3. Then practise twice a week. |
| DECEMBER - swim test Dec. 10 |

Some people use a calendar as a time line.

Many people use a **time plan**. Sometimes this plan is written; sometimes a time plan is a mental list. People may use a daily time plan for short-term goals and immediate responsibilities, obligations, and activities. Time plans can be used as an informal method of managing one's time. A "To Do" list is a time plan.

TO DO TUESDAY!

- cycling club
- finish project
- favorite TV program
- homework

Because we all use time differently, each person must find a personal and unique combination of time management methods. Many people use a combination of plans and schedules. Experience with both methods will allow a person to choose the method that is most suitable. The time management method chosen should be influenced by the number of demands placed on the person at the time. A busy time may require a schedule while a less demanding time may require only an informal mental list. Consider the difference between a hectic school day and a relaxing weekend or vacation day. Good time management allows a person to handle the **peak times** — the times when many activities make demands on one's time. Students have many peak times in their lives including major assignments and exams at school.

Also, each person has high times and low times during the day. Personal energy levels vary throughout the day and we should consider our own high/low times when making a schedule or plan.

Of course, time management skills are valuable only as they are used. If planning one's time is a new experience, the schedule or time plan may seem awkward and cumbersome at first. One must be dedicated to the task of time management. It will soon become a habit.

A plan works only if it is followed. There are several ways to begin to use time management skills. First, one should make a commitment to use some form of plan or schedule for a set period of time, perhaps two weeks. Secondly, at the end of each day, the person should reflect upon and perhaps even list the accomplishments and achievements of the day. This provides feedback and self-evaluation. It works to encourage the person to continue use of time management skills as the successes can be easily seen. Self-evaluation is particularly important as time management skills are valuable only if they work for the individual.

Time management skills also work only if they are flexible enough for the individual to follow. Unplanned demands can arise that may destroy a set schedule. It is important to judge whether or not the demand is truly an important one. An invitation from a friend may not be as important as the scheduled study for an exam. While each circumstance must be individually judged, it is important to remember that the schedule or plan was created to meet actual goals, obligations, and responsibilities. Personal commitment is necessary for good time management. School time can be managed wisely and students should begin to develop these life skills now.

VOCABULARY

career —

a series of roles enacted by an individual throughout life. It is the total of life's experiences which may include paid work, volunteer work, parenting, hobbies, leisure, and retirement.

career planning —

an on-going process of making life and work-related decisions which are reviewed from time to time.

goal —

the result or destination toward which effort and planning are directed.

peak times —

times when many activities make demands on one's time.

resource —

what one has that can be used to meet one's goals.

schedule —

a formal, written organization of responsibilities, obligations, and activities.

skills —

learned abilities to do some things well.

time line —

a broader form of schedule, extending over a longer period of time.

time management —

skills that allow a person to use time in the most efficient and effective way possible.

time plan —

an informal, written or mental list of responsibilities, obligations, and activities.

values —

things one considers worthy, desirable, or important.

MOTIVATOR

Use the following questions to begin class discussion about the concept of time:

What do we use to measure time?

(Answers could include watches, clocks, the movement of the sun - a day, sundials, hourglasses, stopwatches.)

Who uses schedules to plan their time?

(Answers could include bus lines, airlines, railroads, doctors' and dentists' offices —appointment books, schools — timetables.)

DISCOVERY

1. Students can begin to learn the skills of time management by using the techniques of scheduling and planning. Have students sketch a schedule for one week. Students then fill in the blocks on the schedule with their activities and events of the past week. (Teachers may wish to have students keep a daily list of their activities for the week prior to this assignment.) This will give the students a picture of a personal schedule.

Now have students transfer the information to a set of time plans labelled for each day of the week. Students will now be able to compare both methods. On which days would each method be most useful?

Have students then sketch another schedule and fill in obligations, responsibilities, and activities for the upcoming week. A small box at the end of each day should be labelled "Accomplishments." Encourage students to follow this schedule for a week, filling in the "Accomplishments" box at the end of each day.

After a week's time, have students report back on the successes of schedule use.

Teachers may wish to do this exercise for another week, using a time plan format rather than a schedule. Students will then be able to compare the two methods of time management planning and choose the method most suitable for them.

2. Have students sketch a time line for one goal they wish to achieve. (The teacher may wish to emphasize career goals in this assignment.) What is the long-term goal? What are the short-term goals? Can you begin to work toward your goal now? How?

EXPLORATION

1. Many businesses, transportation systems, and machines use a twenty-four hour clock while many clocks are based on a twelve hour cycle. Have students convert the following times:

| | |
|-------|------------|
| 17:31 | 4:35 p.m. |
| 23:15 | noon |
| 12:23 | midnight |
| 00:05 | 8:45 p.m. |
| 13:47 | 2:52 a.m. |
| 18:07 | 9:09 a.m. |
| 24:00 | 11:55 p.m. |
| 15:50 | 7:00 p.m. |

Why is it important to know both systems of telling time?

2. Have students write a paragraph in response to the following question:

"Time is money." How is time like money?

(Answers could include statements such as both are resources, both are used to meet one's goals.)

3. In small groups, have students respond and compare answers to the following questions:

What time of day do you feel/work the best?

When is the busiest time of your day?

Compare the answers of each group.

4. Distribute a calendar to each student. These are often available free from a variety of institutions or copies of a blank calendar page can be distributed so that students can create their own personal calendar. Encourage students to use the calendar for time management planning.

8-2

Ask Me How To Do Well In School

FOCUS

- Many learning activities at school are skill-based.
- Class performance, note-keeping, and test-writing are all activities that have very specific skills.
- Most students can enhance their school performance by learning and using these skills.

TEACHER NOTES

Many students need only to learn some school-related skills to greatly improve their performance. These skills will help the student organize and plan for the experience of school.

Three specific school activities are dealt with here. They are class performance and behavior, note-keeping, and test-writing. Each activity has been broken down into a set of statements attached to a related word. Where necessary, an explanation follows the statement. Teachers may wish to use the statements in poster style for further reference in the classroom.

Class Performance and Behavior

C•L•A•S•S

C - come prepared. Bring all the materials you will need.

L - listen in class.

A - ask questions. When you are not sure of something that has been said or when you need something explained, ask a question.

S - share yourself. Participate in the class and take part in class discussions.

S - scribble down assignments. Note them as soon as they are given. Make a list of what needs to be done; do not rely on your memory.

Note-keeping

Notes are useful only if they are kept up to date.

N•O•T•E•P•E•R•F•E•C•T

- N - neatness is very important. Your notes will be useful for study.
- O - organize your notebook. Divide your book into subject sections and keep the pages in correct order.
- T - titles should be used and underlined. This way, sections of your notes can be easily found.
- E - eliminate doodles, scribbles, torn and loose pages.
- P - point-form summarize your notes. These summaries will help you in review and study.
- E - explain diagrams with good labels and clear drawing.
- R - read and remember. Read with a purpose when you are taking notes from a book. Remember what you are looking for as you read.
- F - find out how the teacher wants you to organize your notes.
- E - explore the meaning of new words. Understand them. Use a dictionary.
- C - correct homework. Learn from your mistakes and get extra help if you need it.
- T - test yourself after you have written your notes. Do you understand? Do things make sense to you?

Test-writing

T•E•S•T•S•U•C•C•E•S•S

- T - take your time. Do the best job you can on every question.
- E - examine the entire test. Read all the questions before beginning to write.
- S - study from notes and homework. Summarize them into shorter study notes.
- T - try all the questions on the test.
- S - sleep and rest well before the test.
- U - understand the test question before you answer it.
- C - check all answers before handing in your paper.
- C - correct spelling and punctuation before handing in paper.
- E - equip yourself. Take everything you will need to do the test — pencils, pens, eraser, ruler, etc.
- S - solve a few easy questions at the beginning of the test. This will give you confidence.
- S - save returned exams. Learn from your mistakes. Ask for help with any questions you do not understand.

MOTIVATOR

Read the following case study to the class.

Chris did not enjoy school very much. Everything seemed to be a mess; the classes were difficult and the tests seemed almost impossible. Of course, Chris didn't study and never took a book home. In fact, her notebook was such a mess with loose and falling pages that it was almost impossible to carry. Many pages were torn and the entire mess was crammed into one binder with no headings or dividers. There were no returned tests or assignments in her binder. Chris usually received poor marks and she took great delight in shredding tests and throwing them in the garbage as soon as they were returned by the teacher. Chris spent most of her time in class at the back of the room, doodling on pieces of scrap paper. These scraps filled her binder. Chris always had to borrow a pencil to do her doodling; she seldom brought equipment or supplies to class.

Ask students to suggest ideas that might help Chris at school. List these suggestions on the board.

DISCOVERY

1. Have students put their notebooks in order under the supervision of the teacher. Have students bring dividers or provide thin cardboard from which dividers can be made. As the cleaning process is going on, the teacher should suggest important aspects of book organization such as removal of

garbage, organization of pages, and use and underlining of titles. The note-taking skills should also be emphasized at this time.

Tell students that notebooks need a periodic cleaning and reorganization. Once a month a good check-up is needed; daily, new notes should be put in their proper place.

2. The students can also reorganize their notebooks on their own, using a checklist provided by the teacher. Use the suggestions given above and in the note-keeping skills list. The teacher may wish to check the notebooks when finished and make appropriate suggestions.

EXPLORATION

1. Once a month, have students use the checklist mentioned above to monitor their notebooks. The teacher may wish to check the notebooks as well.

2. Once the students have become familiar with the three skill lists, have them brainstorm other helpful hints for students.

3. Several days prior to giving a test, review the test-writing skills. Just prior to the test, review the appropriate hints for test-writing.

4. With written answers or group discussion, have students comment on the following statement: **"Students often do best in the subject they like most."**

Why is this? Consider the skills lists as you answer this question.

8-3

Ask Me How To Study

FOCUS

- Studying and doing homework requires a personal commitment on the part of the student.
- Studying involves many skills.
- Use of these skills can improve the efficiency and effectiveness of study time.

TEACHER NOTES

Homework and home study are activities that students must do on their own. While a teacher can provide information about homework and study skills, it is up to the student to make a personal commitment to the task. Homework/study needs to become a habit.

There are many hints and suggestions for the improvement of study skills. These suggestions have been divided into categories for ease of presentation.

Where

- find a place where you can concentrate.
- use the same place each day.
- get rid of distractions; create a quiet place.
- use a table and chair, not a bed which can be too comfortable for good concentration.
- clear off the desk or table you will be using.
- have good lighting.
- have all the materials you need at hand — pencil, pen, books, assignments, dictionary, notebook.

When

- set aside a time for study every day. Don't leave it too late in the day.
- try to study at the same time every day.
- set up a schedule and plan your study time before you start. Take a good look at all the work you have to do.

Who

- study alone. Sometimes a partner is useful for a question exchange but most of the time studying should be done on your own.

What

- do the work on the day it is assigned.
- do the most difficult work first.
- every night, improve your notes from class and review the day's work.

How

- spend most of your time on the subjects that need it most.
- do the most difficult work first.
- start early to research assignments. Choose a topic you like, make point-form notes from research, organize your points, write a draft copy first, and be sure to use your own words.
- be efficient, work as fast as you can to prevent boredom, don't daydream.
- switch subjects when you begin to slow down.
- ask yourself questions as you study and read.
- read a section, close your book, and state in your own words what you have just read.
- read the difficult parts again.
- look up definitions of new words.
- make an outline of your notes to use for study.
- finish assignments.
- problem-solving subjects like mathematics need continual practice. They cannot be memorized at the last minute.
- ask for extra help if you don't understand something.

MOTIVATOR

Have each student write a definition of "studying." Discuss the variety of definitions, listing on the board a collection of points about studying.

DISCOVERY

1. Using the lists of studying skills and suggestions, have students indicate which ones they now use when doing homework and studying. The teacher may wish to use a checklist for this activity. Then have students indicate which suggestions they find most difficult to follow. Have each student suggest ways and ideas for trying the skills they are not presently using. This may be done as a written exercise. Class discussion can be used to summarize these ideas.

2. Have students read a short article or piece of text. Each student then point-form summarizes the reading for study purposes. The teacher should review the article with the students, indicating the important points. Discuss how the students would study for a test on this reading.

EXPLORATION

1. In small groups, have students create a list of other "tricks and hints" that are useful to them when studying and doing homework. Post the most useful hints on the bulletin board.

2. Prior to tests and major assignments, review the list of studying skills and suggestions with the students. Emphasize the skills appropriate to the tasks at hand.

Ask Me How I Develop My Skills And Abilities

FOCUS

- Students have many abilities and skills.
- These abilities and skills can grow and change with time.
- The ability to do things well will result in personal success and satisfaction, extending to the job.
- There are many different types of skills.
- Current skills can be developed; new skills can be acquired.

TEACHER NOTES

Despite a lack of much formal work experience, junior high school students have many skills. They also have great potential for developing their abilities and learning new skills. Of course, their skills will change and grow as they age and gain more experience with job-related activities. At this age, students must be given the opportunity to recognize the skills they now possess and, above all, they must be encouraged to develop current and explore new skills. Students must try new activities.

Skills are learned abilities to do some things well. Abilities are natural talents or acquired proficiencies that one can do with very little training. These two concepts can be combined to describe the things one is able to do and the things one is able to do best. A person's career decision-making should take into consideration many factors, not the least of which are the skills and abilities that a person has. One's career is enhanced by the things one does well. Skill competency plays a part in job success.

Also, people tend to enjoy doing the things they do well. Therefore the consideration of one's abilities and skills when making career choices will play a large part in the job satisfaction experienced by a person.

There are different types of skills. Technical skills are those that allow a person to do the actual work of the job. Examples of technical skills include the operation of a bulldozer, computer, or X-ray machine. Personal skills are those that are readily transferred from job to job and from one occupation to another. Personal skills include the skills of organization, communication, and cooperation. These personal skills are very valuable; some employers are willing to train a person in the technical skills providing that person has the personal skills to do well in the job.

Skills have been categorized in many other ways. Some skill lists include categories such as practical, technical, mechanical, service, artistic, scientific, helping, selling, social, business, and clerical skills. While grade eight students should know that such categories exist, it is not necessary at this point to categorize their own skills. A less structured skills list should be used at this level. Students should feel free to explore and consider all the categories in an attempt to develop new skills.

People have many different abilities and skills. The collection of skills one has is as unique and individual as that person. Practice develops skills. Some people work on their skills more than others do. Also, some people have a natural ability for a certain skill such as singing. The larger the number of skills a person has, the greater the field of potential jobs. It is important to develop one's skills toward a goal. If necessary, one may alter or change a goal to more closely suit the skills one has. Students must use the skills they have now and acquire new ones in the future.

VOCABULARY

abilities —

natural talent or acquired proficiency; what you can do naturally with little training.

career —

a series of roles enacted by an individual throughout life. It is the total of life's experiences which may include paid work, volunteer work, parenting, hobbies, leisure, and retirement.

interests —

things you like, are concerned or curious about, or excited by.

skills —

learned abilities to do some things well.

MOTIVATOR

Have students list six things they are good at. Then have them list six things they do not do well. Discuss the meaning of the concepts "skill" and "ability."

DISCOVERY

1. Have students indicate the skills they feel they have now. Use the Skills List for Junior High School Students.

Skills List For Junior High School Students

- | | |
|----------------------------------|---------------------------------|
| — can babysit | — likes outdoors |
| — can teach others | — has good imagination |
| — can operate tools | — is good at sports |
| — can work with hands | — is inventive |
| — can assemble things | — has good coordination |
| — can write letters | — can help others |
| — can work with equipment | — can lift things |
| — can type | — can listen well |
| — is strong | — likes work around the house |
| — can repair appliances | — cares about others |
| — can move quickly | — likes to travel |
| — can read well | — can write music |
| — can speak well | — can sell things |
| — can follow directions | — can sing |
| — can examine carefully | — likes creating things |
| — can build things | — can play a musical instrument |
| — likes details | — is good at crafts |
| — can communicate well | — can act |
| — can count well | — can dance |
| — can use computer | — can work with machines |
| — can work on cars | — can draw |
| — can manage money | — can debate |
| — can cook and bake | — can work with numbers |
| — can make good, quick decisions | — can discuss |
| — has a good memory | — can organize |
| — can research | — can file |
| — is artistic | — can paint |
| — can solve problems | — can garden |
| — can answer telephones politely | |

Teachers may wish to copy this list for class use. Also, teachers should add to the list any additional skills appropriate for the particular class.

Have students:

1. circle all the skills they have now.
2. place a star beside the three skills they do best.
3. place an exclamation mark beside three skills they would like to learn.

At the end of the exercise, create a master copy of the list as the students indicate the skills they have circled. How many skills does the class have in total?

2. As a written exercise, students can indicate some of their skills by responding to these questions:

1. What types of work have you done well?
2. For what types of work have you been praised?
3. What jobs have you had?
4. What machines, equipment, and tools can you use?
5. What do you really like to do?
6. What do you dislike doing?

EXPLORATION

1. Have students respond to the questions:

What do you wish you were good at?

Why?

Discuss the ways one can improve current skills and acquire new ones.

2. Ask students to indicate their favorite subject in school. What skills are learned in this subject area? What do they enjoy about their favorite subject?

8-5

Ask Me How I Make Decisions

FOCUS

- We make many decisions every day.
- Some decisions are more important than others.
- Decisions can be made in a variety of ways.
- A logical decision-making process can be used for making sound, well-thought-out decisions.

TEACHER NOTES

We make a great number of decisions every day of our lives. When we are making most decisions, there are many choices and alternatives available to us, even when the choice seems limited or non-existent. Of course, some decisions are more important than others. These are decisions that will have a long term effect on us and those around us. Some of the most important decisions that students make at this point in their lives and in the near future are related to career preparation.

Decisions can be made in a variety of ways. Sometimes it is possible to be indecisive, to not decide. In this situation, the decision can be made for us by other people or the opportunity can pass us by. Some problems are not resolved for long periods of time because no decision is made.

People also make many decisions based on habit. Actually, these are no longer decisions. The decision was made with the first action and the action, when repeated often enough, becomes habit. Attending a training school after high school is such a decision. The student must decide whether or not to get more training after high school. After the decision to get further training has been made, attending classes daily becomes a habit. Smoking is another example of a decision that becomes a habit.

Some decisions are based on intuition, a sense that one knows the correct choice. This "sixth sense" can be successful for some people but it can be an unreliable decision-making method at times. Snap decisions and decisions with the flip of a coin can also be unreliable.

Decisions can also be based on peer pressure. This is the influence that one's peers, people with similar ideas, abilities, and age, can exert on a person to decide in a certain way or choose a certain solution. Peer pressure can be a very powerful force. Students should be encouraged to reflect on the actual reasons for their choices and decisions. Junior high school students must develop independent thinking skills. As self-confidence develops and grows, it becomes easier to stand up for oneself and one's values when making a decision.

There are decision-making processes that are logical and explicit and yet easy to use. Decision-making is a skill that can be learned and developed over time. Like any skill, a logical decision-making process may seem cumbersome to use at first but with time and practice, will become almost automatic.

Decision-Making

1. identify the problem
2. get information from possible sources
3. consider all the alternatives
4. make a decision

5. decide on a plan of action
 6. accept responsibility for your decision
 7. Do it!
 8. evaluate your decision and plan
 9. change the decision or make this type of decision again.
1. **Identify the problem** — Figure out the issue or concern. Be sure to solve the actual problem.
 2. **Get information from possible sources** — This is very important when making career-related decisions. Information can come from sources such as parents, family, counsellors, teachers, books, magazines, government agencies, employers.
 3. **Consider all the alternatives** — Study each possible alternative, weighing the positive and negative factors of each.
 4. **Make a decision** — Make the best decision possible based on all that you know about the alternatives. The decision should reflect your values, needs, and goals.
 5. **Decide on a plan of action** — Your decision must be acted upon. To do this, you need a plan of action. Plan to carry out your decision.
 6. **Accept responsibility for your decision** — You must accept responsibility for the effect of your decision on yourself and others.
 7. **Do it!** — Carry out your plan of action. This requires effort — sometimes a great deal; sometimes just a little.
 8. **Evaluate your decision and plan** — Determine the success of your decision and plan. How well did it work? Would you make this type of decision again?
 9. **Change the decision or make this type of decision again** — Based on your evaluation of the decision, you can choose to:
 - stay with this decision and make this type of decision in the future.
 - change the decision now and choose to do something else to solve the problem at hand.
 - if that is not possible, make the best of the situation now and choose not to make this type of decision in the future.

Each person has a unique method of decision-making, a combination of many methods. Students should be encouraged to use the step-by-step decision-making process. They will eventually modify the system as they develop it into their own.

Of course, daily decision-making seldom involves an actual written plan. Most people use a mental process, mulling over the problem and the alternatives. This is enough for most decisions but major decisions can benefit from pencil and paper consideration. Either way, the process allows thoughtful decisions to be made.

VOCABULARY

career —

a series of roles enacted by an individual throughout life. It is the total of life's experiences which may include paid work, volunteer work, parenting, hobbies, leisure, and retirement.

decision-making —

the process of identifying and choosing among alternative courses of action.

goal —

the result or destination toward which effort and planning are directed.

needs —

the physical or psychological requirements or conditions necessary for one's well-being.

peer pressure —

the influence that one's peers, people with similar ideas, abilities, and age, have on a person.

resource —

what one has that can be used to meet one's goals.

self-confidence —

the belief that one is capable of handling a task or situation.

values —

things one considers worthy, desirable, or important.

MOTIVATOR

Use class discussion and brainstorming techniques to create a list in response to this question:

What decisions have you made today?

(Answers could include what time to get up, what to wear, what to have for breakfast, what to take to school, how to get to school, what to get from one's locker.)

DISCOVERY

1. Have students analyze the following case study to find the nine steps of the decision-making process. The teacher may wish to use a checklist of some type for this exercise.

Amin was busy making plans for the summer. He had to decide what he was going to do for the month of July. In August, his entire family was going on vacation so he had the first month for which to make plans. He approached his parents and they suggested that he find a part-time job for the month. His friends told him that he should plan to do nothing. They could spend the month hanging around together, going to the swimming pool and arcade, and bike riding. The counsellor at school had several different application forms for camp counsellor jobs. Amin took an application for a camp on a lake not far from the town.

Amin realized that he had several choices for summer activities. He could get a part-time job in the town. This would give him spending money for August and he would still have some time to spend with his friends. The only part-time job available to him was a grocery packer position at the local supermarket. It paid well but it was heavy work and he would have to be inside all of the time.

Another choice would be the camp counsellor position. It didn't pay very much money but then there was no place at the lake to spend any of the money he made. It would give him a chance to live away from home but living with ten children in his cabin was not exactly like being on his own. However, Amin knew that he enjoyed working with kids.

The final choice would be to stay at home and hang around with his friends. He would be able to sleep in and do whatever he felt like doing. Amin remembered that he spent last summer in the same way and at times it got to be fairly boring. He would end up spending money instead of earning it. But Amin really enjoyed the company of his friends.

After looking at all the choices and alternatives, Amin decided to go to camp. He would have to mail his application right away. Amin felt happy that he had worked out a decision by himself. When he told his family and friends, they agreed that it was a good choice. Amin knew that no matter how the month of July worked out, he was responsible for the decision he had made.

Amin was hired as a camp counsellor and on July 1, he left on a bus loaded with ninety children. Counselling was hard work; the day was long and he collapsed into bed every night. But Amin was having a great time doing the variety of activities with the campers. The kids really respected him and looked up to him. And he wasn't spending any of the money he was earning. Amin knew that he would reapply for the job next summer.

2. Have students work through a decision using the nine step process. Each student should choose the individual decision they will make. The problems chosen, however, should be as relevant as possible. The teacher may wish to use a structured exercise hand-out (nine squares with the title of each step in a square) for this activity. Discuss the solutions that were chosen by the students.

EXPLORATION

1. Most alternatives have positive and negative qualities. As well, many alternatives have interesting qualities that we find difficult to judge as either a benefit or limitation. Have students consider a list of alternative solutions to a problem by listing the positive(+), negative(-), and interesting (!). How can the interesting factors influence our decisions? Are some alternatives more interesting than others?

2. Real-life decision-making is a valuable experience. Have students make a classroom decision (class rules, field trip, activity period) using the decision-making process. Write each step on the board as the process is being used. During the process, remind students of the power of peer influence. Encourage independent thinking.

Ask Me How My Attitude Affects My Work

FOCUS

- One's attitudes play a large part in job success.
- One's temperament determines the job style that is preferred and a suitable match between the two influences job satisfaction.

TEACHER NOTES

A person's attitude and temperament can affect the work that is done in all aspects of that person's career. One's attitudes can determine, to some degree, job success. Indeed, one's attitude can even affect the chances of being hired for a job. One's temperament and style of job must be suitably matched in order to experience job satisfaction.

Attitude is part of a person's disposition. It is a mental position or feeling that affects and is demonstrated in a person's behavior. A negative self-concept, negative past experiences, and a lack of self-confidence are just some factors that contribute to negative attitudes in one's career. Positive attitudes from a variety of factors including a positive self-concept, positive experiences, and self-confidence can result in a good attitude on the job.

There are many positive attitudes one can have about work and jobs. These work attitudes can be seen by others — co-workers, supervisors, and customers. One's attitudes will influence the perceptions that others hold about that worker. Good work attitudes are reflected in the following job-related actions:

- polite, friendly, cheerful
- punctual on arrival and on breaks
- good attendance
- works hard, does one's best
- willing to work with supervision
- able to work without supervision
- consistent worker
- cooperative, gets along with others
- completes tasks
- respect and consideration for supervisor and co-workers
- neat and organized
- ability to accept criticism
- ability to accept praise
- willing to ask questions and learn
- willing to learn new skills
- controls temper
- dependable
- dressed suitably for the job
- calm, handles work stresses and frustrations
- can settle own disagreements with co-workers
- enthusiastic
- can make decisions
- flexible, an open mind
- thinks on the job
- sense of humor
- gives full two week notice before leaving

Students can learn and develop good work attitudes while in school. The same attitudes can apply to both settings.

Different jobs require people with different temperaments. People who have jobs that suit their temperament experience more job satisfaction than those who don't. A person's temperament is the mixture of personal qualities that determines which work situations will provide satisfaction and pleasure or unhappiness and displeasure. The following styles of work are suitable for different temperaments:

1. situations with a variety of duties and tasks that can change often.
2. same types of tasks that repeat often in a predictable pattern so one knows what to do and when.
3. doing tasks under direct supervision and specific instructions from others.
4. working independently, planning and directing, and being responsible for oneself and others.
5. working with others to help them do their jobs more effectively.
6. working alone.
7. working to influence the opinions and decisions of other people.
8. working under stress or surprise-type situations that may involve risk.
9. using one's own judgement to evaluate information and make decisions.
10. using concrete, scientific-type information to make decisions.
11. using one's own ideas, feelings, and personal point of view to express oneself in work.
12. using strict, precise measurements in one's work.

Many jobs require a combination of several temperaments. People may have difficulty determining the job styles that appeal to them. Often, it is easier to decide which job styles hold little or no appeal. The remaining job styles may all be suitable to some extent.

Students should recognize that their personal feelings, experiences and preferred style of work will influence the type of career decision they make as well as their success and pleasure on the job.

Did I enjoy working with the school's glee club or choir to prepare the class drama?

Did I enjoy directing the class history or science project?

VOCABULARY

attitude —

a mental position or feeling that affects a person's behavior; one's disposition.

career —

a series of roles enacted by an individual throughout life. It is the total of life's experiences which may include paid work, volunteer work, parenting, hobbies, leisure, and retirement.

job —

a position of work that includes specific duties and responsibilities.

self-concept —

the total mental picture you have about yourself. This includes your self-awareness, your opinions about yourself, and your opinion about other people's reactions and thoughts about you.

self-confidence —

the belief that one is capable of handling a task or situation.

temperament —

the mixture of personal qualities that determines which work situations provide satisfaction and pleasure or unhappiness and displeasure.

work —

effort.

MOTIVATOR

In class discussion, have students describe what makes a person a good student. Encourage students to explore the attitudes of such a person. List their ideas on the board.

DISCOVERY

1. Using the lists of job attitudes and temperaments as a resource, have students write two limericks. Each poem should stress at least one attitude or temperament. Use the following limericks as examples for the students.

There was a smart girl named Sue,
And when she didn't know what to do,
She would ask for advice.
Her co-workers were nice.
They would teach her the skills that they knew.

There was a young fellow named Pete,
Whose work was incredibly neat.
He fixed all the tools,
And stacked all the stools.
His work just couldn't be beat.

Tom was a driver, a cabbie,
He had customers who were very crabby.
Tom would give them a smile,
And talk for a while.
Til the customers felt much more happy.

There was a young fellow named Bob,
Who worked selling corn on the cob.
He never was late;
No one had to wait.
Bob was responsible for his own job.

Have students read their limericks to the class. The class can suggest the attitude or temperament that is discussed in each poem. Post the limericks on the bulletin board.

2. Have students write a response to this question:

What attitudes would you want a co-worker to have?

EXPLORATION

1. Have a class discussion about work attitudes and how these attitudes can be useful to a person in school. How do these attitudes benefit the student? How do they benefit the class?

2. Have students determine which temperaments/job styles do not appeal to them. What would they like to do instead?

3. Have students write a paragraph describing the good work attitudes they now possess. Would they be a good employee?



